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ABSTRACT

Part of a 13-volume series designed to help Lutheran communities assess the feasibility of starting a Lutheran elementary school and to assist ongoing schools in current operation, this volume highlights eight established Lutheran schools located in Illinois, South Carolina, Nebraska, New York, Arizona, California, Michigan, and Indiana. The descriptions are the results of extensive survey questionnaires. The schools are of different ages and sizes and are sponsored by individual congregations, associations, or several synods. Some of the most important aspects of each school described are history and purpose, facilities, funding and finances, enrollment, staffing, and distinctive features. The surrounding community, transportation, administrative organization, and other factors are also discussed. (JM)

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MODEL LUTHERAN SCHOOLS

PRINCE OF PEACE ~ ILLINOIS
RISEN CHRIST ~ SOUTH CAROLINA
ZION ~ NEBRASKA
LEIF ERICSON ~ NEW YORK
CHRIST ~ ARIZONA
NORTH VALLEY ~ CALIFORNIA
ST. PHILIP ~ MICHIGAN
LUTHERAN ASSOCIATION ~ INDIANA

PLANNING FOR LUTHERAN ELEMENTARY SCHOOLS

EA 012 105

E13

FOREWORD

Lutheran schools in America are flourishing.

Many Lutheran communities are presently conducting feasibility studies to determine if they can have a Lutheran school for their young people. The need for materials to help Lutheran congregations conduct feasibility studies and make responsible educational decisions has become quite urgent.

Through the coordinated efforts and generous financial help of Aid Association for Lutherans, representatives of the educational offices of the Association of Evangelical Lutheran Churches, American Lutheran Church and the Lutheran Church-Missouri Synod have combined their efforts in the development of PLANNING FOR LUTHERAN ELEMENTARY SCHOOLS materials. These materials are companion to PLANNING FOR LUTHERAN HIGH SCHOOLS, and PLANNING FOR LUTHERAN EARLY CHILDHOOD PROGRAMS.

PLANNING FOR LUTHERAN ELEMENTARY SCHOOLS has been designed to help Lutheran communities assess the feasibility of a school for their young people and make plans and responsible decisions for the establishment of a school. Resource materials are intended to assist existing schools in their ongoing operation. While these materials are designed to help congregational leaders, it is advisable to consult with synodical (district or regional) leaders as you begin planning your feasibility study.

Often the principal will be the first person to read this manual. I urge the principal to know the content of this document thoroughly. The principal will order additional copies for those who will benefit from its use. The above is true also for directors of education and early childhood programs.

The work of the following writers is herewith gratefully acknowledged: Dr. Glenn Bracht, Mr. Robert Eggold, Mr. Eldor Kaiser, Mr. Donald Kell, Mr. Ellsworth Kierbs, Dr. Glenn Kraft, Mr. Kenneth Markworth, Mr. Neal Meitler, Rev. Paul Pallmeyer, Mr. Richard Sauer, Mr. Wilbur Tewes and Dr. Martin Wessler. A special word of thanks to the synodical leaders who gave counsel and encouragement in this project: Dr. Victor Constien, Mr. Glenn Moenning, Dr. Al Senske, Dr. Marlin Schultz, Mr. Donald Vetter and Mr. Donald Zimmerman. Thanks to Lois Prahlow for artwork; Jim Reigles for editing; Lois Brandt, Harriette Johnson and Florence Schoenfeldt for typing and Trip Gesch for printing. To Aid Association for Lutherans staff members: Dr. Martin Koehneke, Mr. Fred Pahl, Mr. William Selle and Mr. Donald Stoike thanks for their encouragement and counsel.

These materials are dedicated to the glory of God for the extension of Lutheran education.

Printed in Milwaukee, Wisconsin
School Year - 1978-79

Martin F. Wessler
Project Director

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INTRODUCTION

Do Lutheran schools conform to a single pattern? Do community and environment influence program and character?

To answer these questions, a rather extensive survey questionnaire was sent to over one dozen Lutheran schools of various synods in all parts of the country. The responses were edited for the sake of brevity, but it is the intention of the editor to let you hear the stories of these unique schools as told by those persons most closely associated with them.

Models chosen for this study represent schools sponsored by individual congregations, schools sponsored by associations, schools co-sponsored by as many as three synods, new schools, small schools, medium-sized schools and some fairly large schools.

The schools chosen for this project are unique in some very special way, and yet all of them have a series of common threads that bind them together.

Each school has had the strong support of its pastor or group of pastors; all are concerned with education for all children, even at financial sacrifice; the congregations are concerned about the spiritual welfare of the children entrusted to their care and make a concentrated effort to deal with the spiritual life of the whole family; the schools are aware of changing American lifestyles and are modifying organizational patterns to meet the challenge of the times; the key word in staffing seems to be "commitment"; and, finally, persons involved with all the schools in this study are convinced that the natural and most effective way to deal with Christian education is through the Christian day school.

Special thanks to the contributors to this document for their fine contribution to this study:

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PRINCE OF PEACE ~ ILLINOIS

A CLUSTER CONCEPT AND A NEW LUTHERAN SCHOOL IS BORN

ENROLLMENT: 18 in kindergarten; 25 first grade;
22 in second and third grade

TYPE OF COMMUNITY: Urban - undergoing multi-ethnic, economic and racial change, and declining city services.

STAFF: Three teachers

FACILITY: Parish hall built for Sunday school and recreation programs.

HISTORY AND PURPOSE

Prince of Peace Lutheran School is a Christian day school related to a cluster of churches of the American Lutheran Church on the northwest side of Chicago.

Bethel Lutheran Church	2101 N. Humboldt Blvd.
First Lutheran Church	3500 W. Fullerton
Hauge Evangelical Lutheran Church	1700 N. Central Park
St. Timothy Ev. Lutheran Church	2100 N. Kildare
Zion Lutheran Church	2251 N. Lawndale

All five congregations, sharing the same Norwegian background are located within 1 1/2 miles of each other. The traditionally strong neighborhood ministry of these congregations gradually weakened as the community underwent, or faced the possiblity of undergoing, ethnic, economic, and racial change and declining city services. All congregations faced declining membership and support, a pattern typical in many inner-city parishes during the second half of the twentieth century.

Early in 1975 the cluster pastors began meeting for fellowship and to discuss possible ways they and their congregations could work together. The pastors were assisted by the regional director for the Division of Service and Mission to America. The close ties which developed among pastors, personal and professional, were essential in the development of Prince of Peace as an interparish venture. As pastors continued to meet in late 1975 and early 1976, the subject of education was discussed frequently. After-school classes seemed the first likely way to become involved in Christian education. The possibility of a Christian day school seemed remote at that time.

Later a cluster committee with two lay representatives from each parish was formed, and Christian education again surfaced as a prime concern. Soon the dream of a Christian day school emerged as not only a promising way to seriously attack poor quality education, but also a way to provide for serious Christian training for children.

In May 1976, the cluster committee met with both the DSMA regional director and the Director for Christian Day Schools for the ALC. Topics included basic purposes, congregational involvement, financial factors, the basic character of the school, teachers, outside funding, and start-up possibilities. The committee followed the meeting with open communication with church councils and congregations and a further study of existing schools. Congregations were especially concerned with financial factors. By August the congregations had approved a recommendation to form a Christian day school steering committee to further explore the possibility of opening a Christian school. In September this committee elected officers and appointed committees. In October guest experts helped the committee focus on these issues:

Program - Whom do you want to start your school? What is your educational philosophy? Whom are you reaching? How do you intend to provide staffing?

Constitution and Bylaws - How do you intend to organize? How will you relate to congregations and seek parental and community involvement and/or control? Legal questions? Controlling board?

Facilities - What are the facility needs for your program? Legal questions? Long-range needs? Single location vs. multiple locations?

Communications - How did/do you communicate to congregations and community? How do you see relations between public and private schools? How do you promote Christian day schools?

Finances - Capital investments? Operating costs? Equipment? Transportation? Start-up costs? Relationship of school to congregations in financing? Tuition and scholarship funds?

The committees began tackling their assignments and by late November shared information at special congregational meetings. At their January meeting, St. Timothy approved a three-year use of their parish hall as a start-up facility. The committees continued to meet and hammer out details, aiming at a March 20 approval vote by the congregations. Tentative approval was received for a $10,000 start-up grant from the American Lutheran Education Association and an $8,000 matching funds grant proposal from the Lutheran Brotherhood Insurance Company. An intern who had previous Christian day school administrative experience was secured from the Lutheran Theological Seminary in Columbus, Ohio, to serve as principal and intern for the cluster. On March 20, 1977, the congregations formally approved the creation of Prince of Peace Lutheran School.

THE COMMUNITY

In September 1977, Prince of Peace Lutheran School opened with 50 students - 25 in kindergarten and 25 in first and second grades combined. Approximately one-third of the students were members of the cluster congregations; one-third had no formal connection with any congregation; and the remaining third were from the Spanish-speaking community. Two children were baptized during the course of the first year and four families joined congregations. Families were encouraged to be active in a congregation because the committee felt home-school-church must work together in the education of children. One encouraging feature that had been noticed in the first year of operation was the increased involvement in other phases of congregational life by parents who wanted their children to have a strong Christian education.

It was hoped that the school could reach out to the growing Spanish population in the community. It remains to be seen if these Spanish families can be drawn into the congregations or if a new congregation will have to be formed. In all, eight different nationalities were represented by the first 50 students. Each student was assigned to one of the sponsoring congregations for pastoral care beyond what was available through the school. Plans call for the addition of at least one classroom per year with the hope that the school will eventually serve pre-kindergarten through eighth grade in single grade classrooms.

SPECIAL SERVICES

Auxiliary services have been a key attraction of the school. Hauge Lutheran Church granted the use of their church van for use as a bus. Later in the year, Hauge members donated enough funds to purchase a used sixteen-passenger van. This service was well received by parents with transportation problems. A flat rate of $25/month per family was charged. This seemed sufficient to cover operating expenses, but didn't cover the purchase of necessary equipment.

To help working parents, before-school and after-school programs have been developed. The after-school program is open to the entire community. It offers recreation, crafts, tutoring and field trips. It is funded through a UMA grant, a CETA program and a charge of $2/week. Both programs offer learning activities for children who might otherwise be left unattended.

FACILITIES

The school was blessed with excellent facilities for its beginning. St. Timothy's Parish Hall was constructed in 1964 to house Sunday school and recreation programs. The building will be inadequate in two years because space is limited. A sixth congregation is considering joining the school corporation and allowing the use of its facility.

An addition to St. Timothy's Parish Hall, as well as the remodeling of a small factory or grocery store in the area, is being considered.

FUNDING

A key question is funding. Most of the funds for building will have to come from outside the congregations. The cluster is awaiting final approval of $50,000 seed money from funds left from the sale of Lutheran Deaconess Hospital. Other sources are being explored, and the availability of these funds will probably determine the extent of the growth of Prince of Peace.

Teachers' salaries and classroom materials are to be covered by tuition. Building costs, maintenance, and administration are to be covered by support from congregations and outside sources. Due to different sizes and different levels of commitment of the various congregations, no set formula for congregational support has been developed. All members are encouraged to support the school, and each congregation is committed to at least one fund-raising event. In addition, joint efforts - choir concerts, carnivals, picnics - have been tremendously successful in drawing people from the various congregations together for fellowship. This is a crucial step in the hoped-for development of a parish concept for the entire community. Suburban congregations have offered support for the ministry as they identify with the critical need for stabilizing Christian witness within the inner city. Some downstate support also seems a possibility.

The tuition fees - $430 for members and $540 for nonmembers with reductions for a second or third child - require a high level of commitment from parents. Some scholarships are budgeted, but work in place of tuition seems to be more easily accepted. Custodial care, construction projects, before-school care, and building maintenance are among areas that have been used to reduce tuitions for families. Although costs are high, many families are willing to sacrifice in order to have a disciplined, high-quality, basic education that also stresses the Christian faith in its approach to teaching.

THE FUNCTION OF THE BOARD

Prince of Peace is organized as in independent corporation. Sponsoring congregations have two lay representatives plus the pastor serving on the board of directors. Parents have three representatives. The board establishes policy, issues contracts and calls, sets the budget and oversees the work of the school. Minutes are made available to all council members in each congregation. The board has four committees - finances, building and facilities, program, and communications. A major task the first year was the development of a handbook covering the basic operation of the school.

DISTINCTIVE FEATURES

Prince of Peace Lutheran School is a fine example of the potential for joint action attacking a common problem. The school has come a long way in a relatively short period of time. It is the product of considerable work and a strong commitment to serve the Lord in an urban setting.

RISEN CHRIST ~ SOUTH CAROLINA

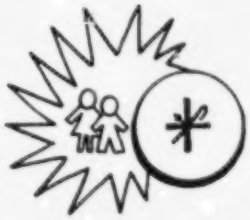
A SCHOOL IN ITS INFANCY

ENROLLMENT: 52 in grades 1-5; 25 pre-K and K;
16 after school child care

TYPE OF COMMUNITY: Tourist area with population of about 18,000 swelling to 200,000 during the summer tourist season.

STAFF: Principal, Early Childhood Director, two teachers and two aides (after school child care)

FACILITY: Housed in three converted mobile homes and a worship center converted to classroom space during the week - four separate buildings.



HISTORY AND PURPOSE

Risen Christ Lutheran School is the first Missouri Synod elementary school to be operated in the state of South Carolina. It is located in the town of Briarcliffe Acres, between Myrtle Beach (pop. 13,500) and North Myrtle Beach (pop. 4,000). The entire area is known as the Grand Strand of South Carolina, with the population swelling to over 200,000 during the summer tourist season. Immediately across the Intracoastal Waterway is a rural farming area.

In the early 70's a group of local Missouri Synod Lutherans, some living in the area and other visiting during the summer, began meeting in homes and a motel. Services were held and the group began to grow. The District Mission Board purchased the present property (2.8 acres) and in the fall of 1975 called a pastor to serve the group. At the same time the congregation converted an old home on the property into a worship area, kitchen, and office space. In the spring of 1976 several members of the church began discussing the possibility of a school. Since the church was a mission under district subsidy, school funding had to come from outside sources, mainly tuition.

STAFFING

With limited funding it was deemed necessary to call a graduate teacher through the Placement Board rather than to seek a person with several years experience in teaching and administration. The preschool details of administration got off to a late start, and materials and texts were not available when school began.

The first teacher and board soon realized the need for and the importance of an experienced administrator to care for many tasks and to provide needed leadership.

INITIAL FACILITIES AND FUNDING

The initial building, a double-wide mobile home purchased to begin the school, was funded through a district loan. This building was also used for Sunday school. As the school expanded to pre-kindergarten and kindergarten through fourth grade, two single trailers were obtained. Money for the trailers was made available through a $250 per family registration fee. This fee also helped offset the cost of the school utilities. A large percentage of single parent/lower income families had difficulty with the registration fee, but it was necessary for the operation of the program. Risen Christ members paid a lower registration fee and had a slightly reduced tuition rate.

CHILD CARE PROGRAM

A need for after-school child care was expressed, and this program was developed and implemented by the pre-K/K teacher who had her degree in Early Childhood Education. This program was a factor in bringing families into the school, since they would not have to seek other child-care programs. A minimum number of participants were required to fund the program. Drop-in child care was also offered for people with an occasional need. This program, if reasonably budgeted and staffed within the state guidelines can be self-supporting

ENROLLMENT TRENDS

Risen Christ is a mission congregation. Its three-fold purpose is to serve local LC-MS families, to minister to visiting Lutherans, and to spread the Gospel in the area. The school functions in meeting the first and third purposes. With a very large percentage of retirees in the congregation, however, the percentage of member children is small. A large number of the children belong to the two large Baptist churches in North Myrtle Beach. These churches are very supportive of the Lutheran school program. The mission potential of the school is unlimited. The Chamber of Commerce indicated that the population should double by the early 1980's and triple by the mid-80's. In addition to retirees, many new residents will be young families escaping the cities and young people seeking employment in the tourist and service industries of the area. As people move to the area, the need for schooling rises.

The PTL, established in the second year of operation, has been a powerful force in spreading the word of the school and in fund raising. Their cake sales, barbeques, and flea markets raised a substantial amount of money which was expended for furniture. Parental input provided by the PTL gives the school much needed help and group members the keen satisfaction of worthwhile investment of time and energies.

ENROLLMENT PROCEDURES

As families make application for enrollment, they are accepted generally in the following order: Risen Christ members, previously enrolled students, other Lutherans, unchurched families, and other Christians. Risen Christ adheres to the policy of nondiscrimination. Pre-admission achievement testing may be given to determine if the needs of the student can be met by the school. Soon after registration, a listing of families and their church affiliation is given to the Kennedy evangelism team. Evangelism calls, together with pastor visitations, have resulted in several young families joining the church. Each teacher visits the home of students prior to school opening.

FINANCING

Experience has shown that the school finances must be handled very carefully. Over 90% of the program is financed by tuition, with the remaining 10% coming from Lutheran Women's Missionary League grants and voluntary contributions. In the initial stages, money for the program was raised by flea markets. A salary scale was set by the board of education. Added compensation is provided for principal's duties, early school directorship, and the master's degree. The full Concordia Plans for retirement, survivor, and welfare are covered by the congregation.

Other anticipated expenses such as office material, conferences, continuing teacher education, testing, substitute teachers and telephone are added to the cost of the program.

With a building program around the corner, a percentage of the tuition for the grades is placed into a building fund. After the building becomes a reality, this same system will be used to help amortize the note. It has been an asset to have a competent finance chairman, as well as an accurate recording of incoming funds, since all tuition payments are made by mail.

Funds for textbooks and student materials come from a materials fee charged each child at the time of registration. Regular child-care fees are supplemented by drop-in fees for students not in the regular child-care program. In any phase of the financial realm, the keeping of accurate records must be stressed.

THE FACILITIES

Converted mobile homes do make acceptable classrooms, but their rectangular shape is not desirable for education purposes. To avoid the purchase of another trailer, the worship area will be used as a classroom. Weekly chapel services - led by the pastor, the teachers, and pastors of area churches - will be held more informally on the floor of the sanctuary-classroom. Although immediate classroom construction would be desirable, Risen Christ is proceeding with a master planning process for the entire school and church program. Several classrooms and a large multi-purpose area would be constructed initially, with the large area to be used for worship while the present church building will be converted for classroom use. The second phase would add more classrooms and a large sanctuary. Master planning may be time consuming, but it does enable the entire congregation to become involved in developing plans for a facility that will serve many needs.

"Go ye therefore and teach all nations." With careful planning, wise management, and the blessings of our Lord, this command of our Savior is being met at the Lutheran Church of the Risen Christ.

DISTINCTIVE FEATURES

Risen Christ Lutheran School is an example of what can happen if a congregation has a strong missionary zeal, even though it is young and has very limited funding.

This congregation was alert to the needs of its community and designed a Christian education program to meet these needs.

The key to good planning can best be summarized in the words of the old adage, "Make haste slowly."

ZION~NEBRASKA

SMALL TOWN, MEDIUM-SIZE SCHOOL

ENROLLMENT: 103 in K-8; 24 pre-school

TYPE OF COMMUNITY: 25,000 people, South Central Nebraska, middle class, predominantly non-Lutheran, agriculture, light industry.

STAFF: Five full-time and one part-time teacher

FACILITY: Modern eight room air-conditioned building with large combination worship recreation center.

HISTORY AND PURPOSE

Since its very beginning, Zion Lutheran Church, Hastings, Nebraska, has maintained a parish school. In the beginning, school was conducted by the pastor in the church building.

Zion Lutheran Church was begun as a mission church by the Nebraska District Mission Board. The church and school opened in 1900. The purpose of the church was to bring the gospel of Jesus Christ to the Hastings community. From the very beginning the members of Zion Lutheran used the school in their mission outreach.

Today, the purpose of Zion Lutheran remains the same. It exists to bring the message of the Savior to the people of Hastings. The school continues to be a part of the mission outreach of the church. In addition, Zion Lutheran School exists to assist the parents of the congregation and parents of Hastings.

THE COMMUNITY

Hastings, Nebraska, is a community of 25,000 people located in south-central Nebraska. Hastings is surrounded by lush, green cornfields. It has a diversified economy dependent on agriculture and light industry. Hastings is a middle-class community, and its people are predominantly non-Lutheran. Two colleges are located in the city, one a private Presbyterian College and the other Central Nebraska Technical Community College.

The public-school system is very good. A large Catholic school, including a high school, is located in Hastings.

The rural areas surrounding the city contain a large Lutheran population. Two other Lutheran schools are located within a 20 mile radius of Hastings.

A unique feature of the community is Good Samaritan Village, a Christian retirement center with a population of over 1,000.

The membership of Zion Lutheran consists mainly of middle-class workers. There are a few businessmen and professionals in the congregation. Zion also has a large number of retired citizens.

In 1970 Zion Lutheran's membership had grown to the point where neither the school building nor the church building was adequate. Plans were drawn for a new church and school to be located on the west edge of the city. The congregation accepted the plan, and the new building was erected in the projected growth area.

ENROLLMENT POLICIES

The mission of the congregation and school is to assist parents with the task of bringing up their children in the nurture and admonition of the Lord. Since Zion's facilities are capable of handling more than members' children, the enrollment is open to other Lutheran churches' members and to parents in the community at-large.

There are two other LC-MS churches in Hastings, and the pastors of both promote the school in their congregations.

Approximately 75% of the eligible children from the congregation attend the school. Of the total enrollment of the school, about 65% are children of members of Zion, 25% are from other Lutheran Churches and 10% come from non-Lutheran churches or are unchurched. Enrollment figures are difficult to project because the school never really knows for sure how many people from the community will enroll.

STAFFING

Zion Lutheran School has a teaching staff of 5 full-time teachers for K-8. Four of the teachers have double grades. The maximum enrollment for each room is 25 students, and when enrollment goes above that figure, the kindergarten teacher, who teaches kindergarten only in the morning, assists the teacher or teachers who have the overload by teaching some of the classes in the afternoon. A separate room is used for the overload classes.

The principal, in addition to his full-time duties, also serves the congregation in the capacity of Director of Christian Education. He has the administrative duties that relate to the weekday classes, the Sunday school, Bible classes, and vacation Bible school. The principal has the authority to use a substitute teacher whenever necessary so that administrative duties can be completed. Each of the professional teachers work with some area of the Sunday school. Many times the staff works in the VBS or the Sunday school in training teachers. This type of total educational ministry approach helps build support for the school.

The school employs one full-time and one part-time cook, a bus serviceman and one driver, a nurse and a custodian. The principal and the pastor share the services of a full-time secretary.

The principal and the youth/athletic director are employed on a 12 month basis; the other teachers are employed on a 10 month basis.

All staff members provide ministry to all children of the congregation, not only those in the day school. The teachers conduct the weekday school classes for grades 5, 6 and 7. The pastor teaches all the 8th grade confirmation classes in the weekday and day school.

PARENT VOLUNTEERS

The school uses parent volunteers to accomplish such jobs as counting and recording lunch money, staffing the school library on a limited basis, counting chapel money, typing the school paper, planning seasonal parties, and providing transportation for field trips when the use of the bus is not feasible. Zion is presently working to develop a program where senior citizens from the retirement village can be used to aid the school program.

THE FUNCTION OF THE BOARD

The Zion Lutheran Board of Education is given the duty of supervising all the educational activities of the congregation. Procedures for doing this are set forth in the Board of Education Manual. All school policies are approved by the board of education and administered by the principal. The principal reports monthly to the board and recommends procedures and action. He also reports to the quarterly voters' meeting. The board of education is responsible for the curriculum of the school. The faculty regularly evaluates the curriculum and makes recommendations for improvements to the board. The school follows a standard curriculum; one curriculum area is evaluated each year.

FUNDING AND FEES

Zion Lutheran Church is responsible for the funding of the entire school program. The congregation's treasurer pays all bills from church funds, and all school income is turned over to the financial secretary.

Members of Zion do not pay tuition. All children are assessed a $15 book fee and a $60 per year bus fee. All salaries are paid out of the congregational budget. No special fund-raising efforts are conducted on behalf of the school.

FACILITIES

Zion Lutheran Church and School were built in 1971. The previous school had only three classrooms. An eight room school was built and all rooms are fully utilized. Five rooms are used as regular classrooms; one is used as a library and resource center; one is used as a music room. One room is used as a classroom in the afternoon only and for confirmation classes and meetings.

Each of the school classrooms is designed so that it can be divided by a wooden folding curtain into three Sunday school class areas. Each of the three Sunday school areas has its own electrical outlet, and one of the three light switches controls the lights in that area.

The entire school is carpeted and air-conditioned. A church and school office is located in the center of the school section of the building. The school and the church are connected by a large meeting room, a hallway and a kitchen/lunch room. The church itself has a poured plastic floor, and all items in the church are movable. In approximately twenty minutes, the chairs, that hook together to serve as pews, can be unhooked, stacked and removed to a storage room. The large curtains on the walls are opened; the pulpit and lectern are moved deeper into the chancel area; the church becomes the school gym. On Friday afternoon or on Saturday, the process is reversed and the gym becomes a church.

There are four basement areas in the building. The first is the shower and dressing room; the second is the mechanical room; the third room is a large youth center; the fourth is an art room.

Zion has a large blacktop parking lot. The blacktop has two basketball goals at one end with half-courts painted on it. The blacktop also has other play areas painted on it. There is also a large play area next to the blacktop on which swings, a slide, a jungle-gym, a climbing ladder and other play equipment is located.

The entire church and school is designed and built to be milti-functional. The building can easily accommodate any of the educational activities or other functions of the congregation or school.

TRANSPORTATION

The church purchased a bus because the new building is located on the edge of town, and it was felt that a bus system would benefit the school. Not all parents use the bus service; some form car pools and bring their children to school.

Zion Lutheran, by most standards, has excellent facilities but the ingredient most important for excellent Christian education is a dedicated staff. It is important to secure and keep good teachers who share the philosophy of the church and are ready to be ministers of Christian education.

DISTINCTIVE FEATURE

Zion is a traditional midwest congregation with progressive ideas, well organized, providing a good school and a comprehensive program of education. The multi-purpose, gym/church/fellowship hall is an excellent way to provide important facilities in an efficient and economical manner.

LEIF ERICSON ~ NEW YORK

A COOPERATIVE LUTHERAN EFFORT
NURSERY AND K-8

ENROLLMENT: 30 in nursery; 44 kindergarten;
127 in grades 1-8

TYPE OF COMMUNITY: Urban, middle class,
multi-ethnic

STAFF: Superintendent, full-time principal, nine full-time teachers, one kindergarten assistant, a half-time nursery teacher and assistant, and a volunteer, remedial-reading teacher.

FACILITY: Two story parish building with no adjacent playground.

HISTORY AND PURPOSE

Leif Ericson was incorporated in 1965 as a Christian day school housed on the premises of Salem Lutheran Church (LCA) in an urban, primarily middle-class community that was predominantly non-Lutheran. The pastor of the church was the founder and superintendent of the school.

The congregation felt that if it provided quality Christian education, it could convince Lutheran families to remain in the changing community. Although a majority vote favored the opening of the school, a strong minority expressed its views.

The school opened with a primary department and added pre-kindergarten and kindergarten three years later. Growth was slow but steady. The school eventually added grades seven and eight to satisfy the needs of parents who were not happy with the public junior high schools in the immediate community.

When the school purchased a school bus, many of the families connected with the Lutheran Medical Center, including people recently from China, Japan, India and the Philippines, enrolled their children at Leif Ericson.

THE SCHOOL IN TRANSITION

In 1971 the pastor/superintendent of the school retired. At the suggestion of the Superintendent of Schools (Atlantic District-Missouri Synod), who gave guidance to the school since its inception, the retired pastor, the principal and the school board approached the board of Bethany Lutheran Church (ALC) hoping that Bethany would be willing to accept this growing school as a part of its ministry. The board felt that the pastor at Bethany was intensely interested in Christian education and was well qualified to assume the role of superintendent. Bethany was also in the position to house a growing school in its parish center.

Almost unanimously Bethany adopted the school which moved to Bethany in 1973. About three-fourths of the student body made the move to Bethany.

PRESENT AND PROJECTED ENROLLMENT TRENDS

The school is now entering its fourteenth year and has recovered from the slight recession in enrollment that took place with the synodical change and move.

At the present time about seventy-five students are transported to school by two school-owned buses. An additional fifteen to twenty Black, Jamaican and Haitian students arrive from downtown Brooklyn on a bus rented by their parents. Projected enrollment trends indicate that more children will continue to enroll and that the school will reach its capacity by 1980.

FUTURE HOUSING POSSIBILITIES

Fortunately, the lot next to the school building is for sale, along with an old house on the property. Bethany voted to remortgage the church property to enable the congregation to purchase this property. The existing two story parish building has provisions for a third story.

ADMINISTRATIVE ORGANIZATION

The pastor of the church, as superintendent of the school, is ultimately responsible for the entire operation. The principal carries most of the responsibility for the school's day-to-day operation (other than financial).

The superintendent and the principal consult before each board meeting and prepare the agenda. Both meet with the board monthly.

Faculty meetings usually are held twice a month. The principal meets with each teacher every morning. Although the faculty of the school has no direct congregational involvement with Bethany, staff members assume school responsibilities and duties in their areas of expertise on a voluntary basis. The faculty participates in curriculum planning and revision under the direction of the principal.

FINANCES

The school has always received its sole support from tuition. In addition to a fixed tuition payment the children are assessed a nominal registration and book rental fee. These funds are handled by a volunteer treasurer.

No fringe benefits are provided for teachers and the salary base is low. The congregation is trying to keep the tuition low in order to make education possible for people who have to struggle even to meet a small tuition fee. In the future it will be necessary to concentrate on a higher salary base to retain qualified teachers.

DISTINCTIVE FEATURES

Bethany is the end result of team work by district executives, synodical executives and concerned pastors and laymen who were ready to cross synodical lines when they needed help. Through combined efforts, the school has been able to move forward with a strong desire to bring up children in the nurture and admonition of the Lord.

CHRIST ~ ARIZONA

A LUTHERAN SCHOOL WITH GROWING PAINS

ENROLLMENT: 250 in K-8 in ten classrooms

TYPE OF COMMUNITY: Huge urban area with many satellite communities expanding in all directions, very little public transportation, and few freeways. The area is predominantly middle class, white and unchurched.

STAFF: Nine full-time and three part-time teachers

FACILITY: One story brick, air-conditioned building with a large covered outdoor multi-purpose area called a ramada.

HISTORY AND PURPOSE

Christ Lutheran School is an integral part of Christ Church-Lutheran of Phoenix, a congregation of the English District of The Lutheran Church-Missouri Synod. During the past few years three congregations have become affiliated with Christ Church in the school program: St. Mark Lutheran Church, Phoenix, a congregation of the Southeran California District of The Lutheran Church-Missouri Synod; Church of the Holy Cross - Scottsdale, a congregation of the Southern California District of The Lutheran Church-Missouri Synod; and Abiding Saviour Lutheran Church, Tempe, a congregation of the American Lutheran Church.

Christ Church was established in 1953 as a mission congregation of the English District, the second such congregation in Phoenix. Initial services were held in the theater of Cudia City, a movie set which existed those days in northeast Phoenix. Just one year later the little congregation moved into new facilities made possible by funding from the English District Church Extension Fund. Dedicated in November of 1954, the facility, on four acres of land formerly in citrus groves, included a fully furnished sanctuary and an unfurnished educational building large enough for three elementary classrooms.

The first pastor of the congregation was determined that a parish day school be established as soon as possible, an idea which was not endorsed by the district officials. However, the pastor's determination prevailed, and by September 1955, the first teacher was engaged to teach two kindergarten sessions and a teacher/principal was called for grades one through four. In those early years none of the surrounding public school districts had kindergarten classes; Christ's kindergarten sessions were always filled to capacity. Full kindergarten sessions brought in revenue from outside the congregational resources, which was necessary to maintain the school in those early days.

THE COMMUNITY

Phoenix, like many newer western cities, grew from a medium-size town to a large urban area in just three decades. Right after World War II the migrations to the "sunbelt" began, and Phoenix expanded from 50,000 to the present population of 750,000. The satellite communities surrounding Phoenix also grew quite rapidly so that now the Phoenix metropolitan area includes the suburbs of Scottsdale, Tempe, Paradise Valley, Glendale, Mesa, Peoria and Sun City, with over 1,300,000 inhabitants. This rapid growth brought about patterns of expansion which are unique to newer western cities.

Phoenix is a huge expanse, with diversified industry and commerce in almost every direction. It is primarily a city of single-family dwellings with no urban "mind set" or sense of civic pride which so often characterizes other large cities. Transportation is limited to the automobile. Phoenix has fewer miles of freeway (28) than any large city in the United States, and traffic congestion is a major problem.

Phoenicians, as the citizens of this city are known, come from every part of the United States. The largest number of "immigrants" have their roots in the Midwest. Thousands of Lutherans have come into the area, but most of the seventy Lutheran congregations number fewer than 500 communicants. The majority of Phoenicians are not church members and seldom attend worship services.

Christ School draws the great majority of its students from northeast Phoenix, Scottsdale, and Paradise Valley. The area can be classified as middle and upper class, predominantly white. There is a great spread in the economic status of "middle-class" people.

THE MISSION OF THE SCHOOL

A number of factors have attracted people to Christ school:

1. A faculty which is committed to the Lord Jesus Christ, to each other, and to the children they teach.
2. A faculty devoted to the principle that each child should reach his full potential.
3. A faculty willing to communicate with parents in all important situations.
4. A faculty given to order and discipline.
5. A faculty which seeks to create a happy learning atmosphere in which children feel at ease.
6. Transportation.
7. Tuition rates which can be met by most families if they give priority to Christian education.

ENROLLMENT

During the school year 1977-78 the enrollment of students reached 250 students in ten classrooms, kindergarten through grade eight. Conservative predictions indicate that the enrollment will reach 260 in the following year. The area of the city in which the school is located will continue to show signs of a decreasing child population; some public schools are scheduled to close. Yet Christ School should continue to grow.

Growth can be attributed to several factors:

1. Phoenix and its satellite communities will continue to grow.

2. The congregation will continue to seek to increase the enrollment for its school by inviting other congregations of The Missouri Synod and The American Lutheran Church to join as affiliated congregations in the school program.

3. People in outlying areas may send their children to a Christian school in far greater numbers if transportation is provided.

4. Disenchantment with public education on the part of Christian parents is becoming widespread.

5. Christ congregation and those affiliated with it are committed to the idea that growth is a blessing from God and that, as the Lord gives growth, He will also give the funds to expand staff and facilities to accommodate such growth.

Christ School is unique in that it operates without a clearly defined enrollment policy. This happened by design, not negligence. Generally the policy is to accept all students whose parents wish to enroll them unless there are circumstances with respect to the child's special needs which would make such enrollment inadvisable.

Recruitment of students in the congregation(s) is an ongoing process involving the teachers and the parents of children already enrolled. As people in the congregation(s) get to know teachers, they begin to think about Christ School for their children. Since many parents have lost confidence in public education, getting to know Lutheran school teachers is a very important enrollment factor.

STAFFING

At the present time Christ School has a staff of twelve teachers, including the principal. The principal serves as a classroom teacher by choice. He spends approximately 40% of the school day in the classroom. Three of the twelve teachers are classified as part-time, two of them teaching 60% of the school day, the other 50%. The kindergarten teacher teaches one session three full school days per week. The second part-time teacher substitutes for the principal, and the third is the Spanish teacher who teaches each afternoon.

Since Christ School has no policy limiting class size, a policy has been adopted to engage the services of clerical and teaching aides as a means to accommodate an ever-increasing student body Volunteer parent-aides are used on many occasions and for many projects. Some parents have volunteered to serve as aides on a regularly scheduled basis.

The pupil/teacher ratio at Christ school has generally been 1:25, with some notable exceptions. The policy with respect to clerical aides and teaching aides is designed primarily for those exceptions.

ORGANIZATION AND ADMINISTRATION

Christ School consists of kindergarten through grade 8, an arrangement which means that graduates go right into high school along with their public-school counterparts. No pre-school program is provided on the campus or in the facilities of Christ Church. However, all three affiliated congregations operate large pre-school programs in which parents are encouraged to continue their child's Christian education in Christ's kindergarten.

The administration of the school is a function of the parish school board, but the actual administrative functions of the day-to-day operation have been delegated to the principal. Since all teachers are engaged in a team ministry, all major decisions are the product of input from the teachers.

The principal administers policies which have been set by the parish school board, which is composed of six elected persons from Christ Church. Each of the three affiliated congregations also places one member on this board. Members of affiliated congregations on the board have voting privileges but cannot hold office. Reporting to the congregation is done by that congregation's board member. The parish school board, along with all other policy-making boards and committees within the congregation, places written policies in a policy manual.

THE TEACHER IN THE PARISH

All called teachers are involved in congregational life. The principal, who teaches adult Bible classes, also serves as assistant organist, communion assistant and, occasionally, as liturgist. One teacher is director of music for the congregation; another teacher serves as Sunday school superintendent, vacation Bible school superintendent, communion assistant and, occasionally, as liturgist; still another serves the congregation's youth program, leads youth Bible classes, and is a communion assistant. The two men, called directly by St. Mark and Holy Cross Congregations, serve as Directors of Christian Education in those congregations. Teachers who are under contract are not required to be in leadership roles in the life of the congregation(s), but their love for the Lord Jesus and for the people of God prompts them to serve in many capacities.

FINANCES

From the time of its establishment, Christ School has operated with tuition for all parents. Tuition for members is considerably lower than for people who are nonmembers. Tuition is designed to cover only a part of the cost because it is assumed that the congregation will underwrite the costs of Christian education, including a substantial portion of the costs of the parish school. Forty-nine percent of the school's operating cost is covered by tuition and enrollment fees from families and from affiliated congregations; forty-three percent came directly from the treasury of Christ Church.

BUILDING AND FACILITIES

The first school rooms were part of the original complex erected by the English District in 1954. When the school was established one year later, the educational building was divided into three classrooms. In 1957, volunteer workers added another classroom to the original building, as well as a storage room and lavatory facilities. In 1963 the congregation built an additional school building which eventually housed five classrooms. In 1976 it was necessary to open a tenth classroom which is housed in the present parish hall, the former sanctuary building.

All rooms and offices are air-conditioned. In 1974 the congregation erected a large covered shelter, called a "ramada " which serves as a lunch room, semi-outdoor classroom, and gathering place for organizations in the congregation. Since there is no central library or media center, each room has a large collection of library books.

Since the sanctuary of Christ Church adjoins the school, it serves as a chapel for the children's services during the week. The school is an integral part of the building complex of the church, and the facilities are used by both school and church groups during the week.

Since space for the school is now at a premium, a great deal of thought is being given to the possibility of expansion. There seems to be little doubt that the school will continue to grow; the question is how and where.

TRANSPORTATION

In 1966 the congregation purchased a new conventional sixty-passenger school bus. The bus program began as a self-sustaining entity, totally separate from the church budget. This program was maintained for ten years. Now the congregation partially subsidizes the program, and it has become part of the total church budget.

Today, Christ Church operates three buses on a day-to-day route basis, with a fourth bus in reserve for transporting teams and other groups to after-school activities. In addition, St. Mark Lutheran Church also operates a bus each day, transporting children from the area of the church to Christ School. A fifth bus route is operated in cooperation with the Phoenix Christian Grade School.

DISTINCTIVE FEATURES

Christ Lutheran is a Christian day school in a rapidly growing and changing community. It is served by teachers who are involved in all aspects of congregational life.

Since the Arizona climate allows for so many outside acitivites, the congregation had the foresight to include unique spaces like a covered outdoor walkway, a large ramada and various outdoor areas for physical education purposes.

In planning for the future, Christ Lutheran will have to look for more classroom space. It may be possible to provide necessary space at a rather minimal cost by leasing public school facilities that are being phased out by the public school system.

NORTH VALLEY ~ CALIFORNIA

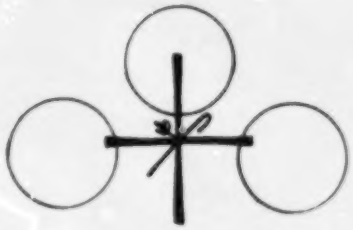
A COOPERATIVE LUTHERAN VENTURE

ENROLLMENT: 360 in K-9

TYPE OF COMMUNITY: Suburban area of Los Angeles classified as middle or upper class, with a large Mexican-American and Black population.

STAFF: Principal and eleven full-time teachers, two kindergarten teachers and a part-time media director, three paraprofessionals and three day care employees.

FACILITY: School at three different locations: primary campus, elementary campus, junior high school campus.



HISTORY AND PURPOSE

North Valley Lutheran is an association of Lutheran schools in the San Fernando Valley, a suburban area of the sprawling city of Los Angeles. It was formed by the merger of two Missouri Synod elementary schools and the active participation of an American Lutheran Church in the Granada Hills area. Our Savior's, one of the two Lutheran schools in the association, was established in 1954 by the Norwegian Evangelical Synod. At that time the church and school shared a small house, and three grades were taught by the organizing principal. It was the first Lutheran school in the Granada Hills area. By 1956 four teachers served the school, and three years later the congregation joined the Missouri Synod. In 1969, Our Savior's began a pre-school program for four and five year olds.

Chapel of the Cross school was established in 1955, just one year after the mission parish was started by the English District. The first teacher/principal organized the school and taught 23 children, grades 1 to 4.

In 1972 Our Savior's and Chapel of the Cross decided to join forces in order to have single grade classrooms, establish a junior high school and more efficiently handle the financial difficulties being experienced by both congregations.

St. Stephen's Lutheran Congregation (ALC) did not accept full membership into the association, but it did agree to let North Valley use its facilities for primary classes. The association pays a fee for utilities and upkeep.

When the new association was formed, it included a pre-school department, and later it added an extended day care center to provide care for pre-schoolers and older children.

Today the school association serves children from several areas of the predominantly non-Lutheran Valley area. There are large Mexican-American, Black and Jewish communities nearby, and most of these people are unchurched.

ENROLLMENT

The mission potential of the school is almost unlimited because of the great number of unchurched families in the neighborhood. Some people who enroll their children are seeking a Christian environment and Christian training; others have become disenchanted with the public schools and are looking for quality basic education and stricter discipline; still others specifically fear the temptations of drugs in public schools. Recently, integration and court-ordered busing caused a stampede to all available private schools. A near capacity of 360 students enrolled in 1978.

The parents of applicants are interviewed by the principal. They must be willing to have their child receive Christian teaching and must agree to cooperate in this training. Pre-admittance testing is not used as a qualification for acceptance because the association believes that every child should have the opportunity of a Christian education. Children with severe learning disabilities or unusual behavior problems are referred to special schools.

Although teachers have never been asked to actively recruit students, a really good teacher is the most valued attraction any school can have. The teacher has a unique opportunity to reach the unchurched families of students and through example, encouragement and invitation bring the message of the Gospel into their homes. Pastors, evangelism groups and other school families also encourage these people. Orientation meetings for parents each fall give the pastors an opportunity to explain the teachings of the Christian faith. Those interested are invited to join instruction classes.

We know from the principal's interviews with applicants that the telephone yellow pages, an attractive school sign, and word-of-mouth advertising are the most effective means for bringing the school to the attention of the public.

STAFFING AND THE USE OF VOLUNTEERS

North Valley has 13 classrooms and a media center. The principal plus ten teachers work full days. The pre-kindergarten, kindergarten and media center teachers work only in the mornings. Noon aides are engaged at the elementary and primary campuses to supervise children during lunch time. The number of day care personnel employed is determined by the number of children cared for. Only the principal is employed 12 months of the year, but teachers who wish to continue during the summer months are given the opportunity to work in the summer program.

The pupil-teacher ratio is: 26.8 students per teacher in primary, 30 in elementary, and 27.5 at the junior high level. This is alleviated effectively by a teacher's aide program of volunteer parents that is particularly active on the primary campus. Customarily, a parent gives one-half day per week on a regular basis. Volunteers are used in the libraries, the hot lunch program, in driving for field trips, serving as room mothers, fine arts enrichment, and sharing special talents and abilities. A parent chairman works out scheduling and arranges for substitutes when necessary.

THE ADMINISTRATION

The school employs a business manager who also manages a staff of volunteer secretaries. Additional help is given by the secretary hired by one of the congregations. The two supporting churches furnish custodians at their facilities, while the school hires a custodian for the third campus.

The principal is responsible for the administration of the entire school which includes the three campuses, pre-kindergarten through grade 9, and the day care centers. The principal is directly responsible to the board of education which is in turn responsible

to the two supporting congregations. The members of the board are appointed on a ratio basis determined by the number of communicant members of the two congregations. The subsidy contributed by each congregation is decided by the same ratio. The total amount varies from year to year as determined in the annual budget.

The board of education is responsible for establishing all school policies which are printed in a student handbook. In consultation with the principal and business manager, the board prepares the annual budget, determines tuition, reviews the salary scale and approves any major expenditures included in the budget. The board interviews teacher applicants presented by the principal, customarily with the help of at least one of the pastors. The board delegates authority to the principal to contract additional personnel needed in the school. Sub-committees of the board interface with appropriate groups in each congregation to maintain physical repairs and improvements. An annual school report is presented to each congregation.

A key factor in the success of this organization is open channels of communication. The principal and the pastors of the two churches meet on a regular basis for planning, counselling, and sharing information. The councils of the two churches meet quarterly with the board of education and the principal. This group has no formal function, but the meeting is an invaluable forum to help clear up misinformation and to make recommendations. The council's most important function is to make all feel that North Valley is "their school."

THE PRINCIPAL AND THE FACULTY

The principal meets with the entire faculty after school on the first and third Monday of each month and with the board of education in the evenings on the same first and third Mondays. With this schedule, faculty questions and recommendations can be taken to the board without delay and the faculty has a direct hand in school planning.

In addition to general faculty meetings, the teachers of each campus meet together under the leadership of a campus coordinator on alternate Mondays. The principal may or may not attend. The coordinators function as assistants to the principal and assume the responsibilities of communication between each campus and the office.

Staff members are expected to become members of one of the supporting congregations. Teachers are encouraged to assume leadership roles in different areas of congregational life, although they are not required to do so.

CURRICULUM

All curriculum planning is done by the principal with the help of the teachers. It is the goal of the association to coordinate the course of study offered in each subject area from grade 1 through 9 so that every student going through the school will receive thorough, well-rounded instruction in all subjects with a minimum of repetition and a maximum opportunity for enrichment in areas of special interest. Materials are provided which meet the needs of the individual. Each student is encouraged to progress at his own ability level in reading and mathematics. The mathematics series provides the opportunity for any capable student to progress beyond his grade continuing into the next level. In junior high advanced algebra and geometry are offered.

Texts are provided in most part by the State of California. A registration fee paid annually by every student furnishes money for religious materials as well as for general supplies and art and science lab materials.

FUNDING

Approximately 71.5% of the annual income of North Valley is realized by tuition. Tuition is determined on a three level scale. Member children pay the least. Members of associating congregations pay at the next level, and community students pay the highest rate. In each of these categories the second, third or fourth child in a family pays a lesser amount Junior high tuition and registration is slightly higher than elementary tuition.

In addition to tuition, each member congregation contributes a subsidy which is negotiated annually and paid on the communicant member ration. The school has been eligible for small government allocations under Title IVB, and during the past year has received a sizeable materials allocation under Public Law 94-405 because of the Indo-Chinese refugee children in the school. These children attend tuition free. The operating cost of the 1977-78 year was $699.70 per pupil. Cost for facilities at two campuses is furnished in addition to the cash subsidy. As enrollment has increased, the number of students has been limited to 30 per grade, 25 kindergarten and 15 pre-kindergarten.

FACILITIES

Five classrooms at the primary campus are now in use. They are large, light and open on to a patio area. Chapel services are held in the parish hall. Four classrooms at the elementary campus are smaller though more attractive. They open into a patio area and a large central lawn. A library is utilized in the mornings for the media center. The parish hall is available for group activities. Chapel services are always held in the church sanctuary. Three separate classrooms and a divided parish hall are available for classes at the junior high location. The three rooms and both sections of the parish hall are utilized for classrooms.

A school at three different locations has definite advantages. Children of different ages sometimes require different playground facilities. There is no problem of adjustment between age groups. Scheduling is simplified. Obviously, the disadvantages are largely geographical, but quite minimal. The athletic facilities at the junior high could be improved with the addition of a gymnasium, but this will become a reality if Our Savior's congregation completes its building program, constructs a new sanctuary and converts the present worship center into a combination stage-auditorium and gymnasium.

DISTINCTIVE FEATURES

North Valley Lutheran School is an example of an association that can work. Parent involvement and a well-coordinated system of communication makes this seemingly complex school system run very smoothly. The association feels that the school operating at three different locations can be an asset rather than a disadvantage. The new school includes an extended day care center that is available from 7:00 a.m. to 6:00 p.m.

The most difficult challenge to the administration is to maintain a cohesion and an effective support system, so that the three campuses can function as one school. A snack and chat time at faculty meetings, social get-togethers and a sharing between groups helps to keep the channels open. The staff has a great desire to share its faith in Christ with all the students and their families.

ST. PHILIP ~ MICHIGAN

THE LUTHERAN SCHOOL SERVING A BLACK COMMUNITY

ENROLLMENT: 374 in nursery through eighth grade

TYPE OF COMMUNITY: Downtown area, support from black community drawn from entire city.

STAFF: Fourteen full-time teachers, three nursery teachers, full-time principal, six half-time teacher aides, five people for day care center.

FACILITY: Pre-school and lower primary grades housed at St. Philips. Grades 2-8 housed at Blessed Sacrament Cathedral School.

HISTORY AND PURPOSE

St. Philip congregation has always been affiliated with the Michigan District of The Lutheran Church-Missouri Synod. It was founded in 1934 as the mother church of black Lutheranism in Detroit. The need for a quality Christian school to serve the black Christian population of Detroit was voiced immediately. Many of the organizing black lay people had an earlier Christian education experience in the South and wished to continue their training in the North.

After having been a combined school with St. Titus, St. Philip began a school of its own in 1944. St. Philip was served by a non-synodically trained black woman principal for many years until a synodically trained principal was called in 1962.

The school started a pre-school program for three and four year olds in 1964.

The main purpose of the school is to give children a Christian education so that they, in turn, may be a resource for Christians living in their community. Secondly, the school attempts to reach people who are unchurched or who are loosely connected with a church in the community.

Chapel services are held at both locations each Wednesday with the pastor, principal, and teachers conducting these services. Parents are invited and do attend when they find it possible.

The school is located in the downtown area, but its support is drawn from the black community scattered over the whole city of Detroit and several suburbs.

The majority of the children enrolled at St. Philip come from middle- to upper middle-class homes. Abouth 50% of the students come from homes where one or both of the parents are employed by the Detroit Public Schools. Other parents are involved with jobs in the federal, state, city or county government. A smaller percentage are employed with the auto industry.

ENTRANCE REQUIREMENTS

Parents not affiliated with the church are required to attend four orientation meetings for an introduction to the Lutheran doctrine. At least a 50% attendance in church and Sunday school is required during the year. Students must re-enroll each year and meet the board requirements, or they will not be accepted. The congregation insists upon these measures.

The student body is 80% non-Lutheran; of the 80% non-Lutheran students about 15% are unchurched.

ENROLLMENT

During the 1977-78 school year 374 students were enrolled at St. Philip. Most multi-grade classrooms had 25 students per class. Classrooms with single grades had a maximum of 30 pupils. The trend seems to be to one grade per class.

Enrollment is based upon academic level determined by an entrance test. Students are accepted on the basis of these priorities:

1. member,
2. other Lutherans,
3. unchurched, and
4. other denominations.

Parents must be willing to abide by the rules and regulations set down by the congregation and be able to help finance the program.

STAFFING

The teaching staff includes 14 full-time teachers, 3 nursery teachers and 1 full-time principal. The school also has 6 half-day teacher aides in kindergarten through the second grade. The kindergarten operates on a ten-month basis with a 1:22 pupil/teacher ratio.

St. Philip has two full-time secretaries, four full- or part-time custodians, two cooks, and five employees for before- and after-school day care.

THE FACILITIES

St. Philip has a pre-school through eighth grade program. Kindergarten through grade four are self-contained classrooms and grades 5, 6, 7, and 8 are completely departmentalized.

As the student population grew, the upper grades were moved to various sites. In the past 12 years, the 5th through 8th grades have been in five different locations. During the past two years grades two through eight have been housed at a leased facility of the Blessed Sacrament Cathedral School. The nursery, kindergarten and lower primary classes are being conducted at St. Philip. This unique housing came about because the school grew from 110 students to 380 students in the last ten years.

A day care program is available for children from 7:00 to 8:10 a.m. and from 3:30 to 5:30 p.m. for children who need adult supervision while their parents work. A fee is charged for this service of supervised study and play. This service is very much needed since many families are one parent families and almost 100% of the families have both parents working. About 50% of the children use this service.

THE ADMINISTRATION

The board of education has full responsibility for policies, legal aspects, and public relations where needed. The board makes quarterly reports to the voters' assembly. The principal, as chief administrator, is responsible to the Board of Christian Education.

FINANCES

During the past fourteen years, the school has had a separate budget and separate treasury. Costs for maintenance and custodial service are paid to the congregations. All people pay tuition including members, who pay a lower rate. In 1978, non-member tuition was $700 for grades 1-8 and $750 for a full-day kindergarten. Members paid tuition of $63 for one child, $92 for two children, and $117 for three children.

Funding of the school is strictly by tuition and district support for lease of the building. The per pupil cost is based upon operating cost.

The budget is prepared by the principal and approved by the board of education, and finally adopted by the church's voters' assembly.

TRANSPORTATION

In the history of St. Philip no busing has ever been used. Students use city transportation, parent cars, or car pools. A school bus (66 passenger) is used for field trips and athletic events only.

THE FUTURE

Plans are rather indefinite due to the year-to-year leasing of rooms. All classrooms are filled at both locations and steps to return to one grade per classroom are being put into effect.

Future plans will be determined by financial support for a new school. The struggle at St. Philip to meet the need of Christian education for its own children (95% attend) and its community continues to be a challenge.

UNIQUE FEATURES

St. Philip is an inner-city school serving middle- to upper-middle class black families in an urban setting. The black community, concerned with high academic standards and Christian guidelines for moral behavior, has been responsible for the continued growth of St. Philip. The congregation wisely took advantage of facilities offered by a Catholic church in the community.

LUTHERAN ASSOCIATION ~ INDIANA

A CONCEPT IN INTER-PARISH COOPERATION

ENROLLMENT: 2,600 in K-8; 150 in five nursery schools

TYPE OF COMMUNITY: Eleven Lutheran elementary schools sponsored by seventeen congregations serving the entire city of Fort Wayne.

STAFF: 120 full-time and part-time teachers

HISTORY AND PURPOSE

The Lutheran Association for Elementary Education is a very unique concept in inter-parish cooperation. The idea of broad-scale, inter-parish cooperation began as a dream more than fifty years ago and became a reality in 1969. At that time nineteen congregations ratified a constitution which, in effect, said that the member congregations would cooperate in such areas as transportation, curriculum planning and purchasing. The constitution also stated that a superintendent would be called to coordinate the program.

The Lutheran Association was designed to achieve the following goals:

1. To achieve availability of substantially equivalent Christian elementary education opportunities and facilities for the members of all congregations.

2. To effect such economies in acquisition of materials, supplies, facilities and staff as can be achieved through unified, coordinated, or common activity.

3. Through coordinated efforts, to achieve and perfect similarity between the various elementary educational units and to make improvements as fast as feasible on a sound basis in the elementary curricula and teaching staffs.

FUNDING

Each congregation pledged to support the association on the basis of an eighty-five cent per member annual assessment. This amount was to cover the cost of the office of the superintendent. By 1978 the assessment had increased to $1.35 per soul to cover the cost of the superintendent's office (including a secretary and bookkeeper), plus the partial funding of four full-time staff members.

The schools cooperate in purchasing and submit bids annually for $20,000 for school supplies. Through cooperative purchasing the schools save at least 20% annually.

The adoption of a five-year science curriculum was estimated to cost over $5,000 if each school participated on an individual basis. The cost was less than $500 per school through joint participation in the project.

ENROLLMENT AND STAFFING

The Lutheran Association for Elementary Education enrolled 2,600 students in K-8 during the 1978-79 school year. An additional 150 children are enrolled in five nursery schools.

Eleven schools in the association are served by 120 full- and part-time teachers. Seventeen congregations sponsor the eleven schools.

ADMINISTRATION AND SUPERVISION

Congregations are represented on the board of directors by one delegate from each participating congregation. In addition there are two pastors and four members-at-large elected to the board by the voting members of the association. The voting members, who meet annually to elect the directors and to establish the budget, are appointed or elected by each individual participating congregation. Four laypersons from each participating congregation and the pastor(s) and principal (if any) are voting members.

The board of directors elects its own officers - or executive committee. The executive committee actually is the day-to-day guiding force of the association. The board of directors "calls" the superintendent, approves all programs of the association, and receives regular reports from the superintendent and executive committee. The board meets quarterly. The executive committee meets monthly or as needed. Several schools in the association are interparish in nature and involve two congregations in the operation of the school. Two congregations have no school but are "affiliated" in some way with school congregations.

TRANSPORTATION

Eleven schools operate a total of twenty-eight buses and two vans. Approximately 1,600 of the 2,600 students are transported on a daily basis. Children pay fees to their own school, even though they ride another school's bus. The association "equalizes" any inequities.

Another cooperative effort of the eleven Lutheran elementary schools (seventeen sponsoring congregations), is the Lutheran school bus garage. Two full-time mechanics provide all repair services and preventive maintenance services on the buses and vans.

CURRICULUM

All schools cooperate in curriculum development. Textbooks are selected by city-wide curriculum committees on a five year rotating basis. Teachers may choose the committee on which they prefer to serve. Schools do have the right to reject a committee's recommendations. Very few do.

SPECIAL SERVICES

One full-time instrumental music instructor is employed in the "system" to provide weekly small group music instruction to students in grades 4-8 in all eleven elementary schools. The instrumental music director spends 1/2 day in each school in the association.

Learning disabilities are covered by another full-time specialist plus a part-time assistant.

Participation in these programs is optional, and each school is assessed either on the basis of enrollment or, as in the case of the band program, on the basis of the number of students involved in the program.

DISTINCTIVE FEATURES

The Lutheran Association in Fort Wayne is a fine example of how schools can pool resources to provide services that benefit all members. This particular plan should work in any large city where there are clusters of Lutheran elementary schools.

PLANNING FOR LUTHERAN ELEMENTARY SCHOOLS

E01	WHY THE LUTHERAN SCHOOL	Rev. Paul Pallmeyer Minneapolis, Minnesota
E02	GUIDELINES FOR STARTING A NEW SCHOOL	Mr. Neal Meitler Dr. Martin Wessler Milwaukee, Wisconsin
E03	BOARD OF EDUCATION HANDBOOK	Dr. Glenn Bracht Waverly, Iowa
E04	PERSONNEL HANDBOOK	Mr. Kenneth Markworth Waverly, Iowa
E05	RECRUITMENT/PUBLIC RELATIONS/TRANSPORTATION HANDBOOK	Mr. Richard Sauer Ft. Wayne, Indiana
E06	LEGAL REQUIREMENTS	Mr. Wilbur Tewes Appleton, Wisconsin
E07	CURRICULUM PLANNING GUIDELINES	Dr. Glenn Kraft Seward, Nebraska
E08	FINANCIAL PLANNING AND ACCOUNTING HANDBOOK	Mr. Neal Meitler Milwaukee, Wisconsin
E09	FUNDING ELEMENTARY SCHOOLS	Mr. Neal Meitler Dr. Martin Wessler Milwaukee, Wisconsin
E10	BUILDING AND EQUIPMENT PLANNING	Mr. Robert Eggold Topeka, Kansas
E11	THE ROLE OF ELEMENTARY SCHOOL IN CHANGING COMMUNITIES	Mr. Donald Kell Ann Arbor, Michigan
E12	PARENTS AS PARTNERS	Mr. Eldor Kaiser Appleton, Wisconsin
E13	MODEL LUTHERAN SCHOOLS	Mr. Ellsworth Kierbs Seward, Nebraska

The above materials can be ordered from:

Board of Parish Education
The Lutheran Church-Missouri Synod
3558 South Jefferson Avenue
St. Louis, Missouri 63118

or

The American Lutheran Church
Mr. Don Vetter
Wartburg College
Waverly, Iowa 50677

The most effective agencies available to the Church for equipping God's people for ministry are the Lutheran elementary and secondary schools.

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